
Arizona's School Accountability System *Technical Manual*

Volume III: Title III Accountability

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Introduction

Both state and federal laws mandate that local educational agencies (LEAs) must increase the English proficiency of Arizona K-12 English Language Learner (ELL) students of limited English proficiency. They must do so by providing high-quality language instruction programs. The effectiveness of these programs is measured by students demonstrating increased English proficiency and achieving competency in the core academic content areas.

In order to comply with these laws, the Arizona State Department of Education (ADE) developed a system to identify, assess, and reclassify English Language Learners (ELLs). Initially, ADE used four assessments approved by the State Board of Education for ELL student testing. These four assessments were: Idea Proficiency Test (IPT), Language Assessment Scales (LAS), Woodcock Munoz Language Scales (WMLS), and Woodcock Language Proficiency Battery-Revised (WLPB-R).

In order to provide more coherent, consistent data, as required by the United States Department of Education (USDOE), the Arizona State Board of Education approved and mandated the usage of a single statewide assessment to gauge English language proficiency starting in SY 2004-2005. This evaluation, the Stanford English Language Proficiency (SELP) Test, assessed ELL students' English language proficiencies in: listening, speaking, reading, writing, and comprehension. Effective SY 2006-2007, the SELP was replaced by an augmented version, which was named the Arizona English Language Learner Assessment (AZELLA).

According to the Department of Education Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the *No Child Left Behind Act of 2001* (NCLB), State Educational Agencies (SEAs) and LEAs are to ensure that students who have limited English skills “attain English language proficiency, attain high levels of academic achievement in English, and meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.”

To determine if the SEAs and LEAs meet these Title III goals, the NCLB Act requires states to establish an accountability system to evaluate the performance of school districts and charter holders that receive funds under this program. Specifically, states are required to:

1. Establish performance standards in English language proficiency in the domains of listening, speaking, reading, and writing.
2. Develop and administer English language proficiency assessments to measure whether students meet these standards.
3. Create a statewide accountability system to evaluate LEA progress in achieving annual increases in the number of students attaining English proficiency, termed Fluent English Proficient (FEP), as well as, increases in the number of students making progress in learning English.

The accountability components of both Title I and Title III are linked. The two entitlements hold SEAs and LEAs responsible for gains in student achievement and language acquisition among the limited English proficient population. As a part of meeting the annual measurable achievement objectives (AMAOs) under Title III, education entities must demonstrate that their ELL population has met state achievement objectives (proficiency in reading/language arts and mathematics) under Title I.

Like the Title I accountability system, Title III offers a single year “snapshot” of student performance; but unlike Title I, Title III also examines student data over time to determine if students are making progress. This system, created to comply with NCLB, provides:

- A single-year “snapshot” of LEA performance as measured by the number of students reclassified, and
- A student growth analysis that examines the progress students make in consecutive years.

Table 1.1 below provides a brief comparison of the two accountability systems.

Table 1.1 Comparison of Arizona’s Accountability Systems

Title I Accountability	Title III Accountability
Required by federal law	Required by federal law
One-year snapshot of student performance	One-year snapshot of student performance and analysis of student growth
Components of evaluation <ul style="list-style-type: none"> • AIMS scores • Percent students assessed • Attendance/Graduation rates 	Components of evaluation <ul style="list-style-type: none"> • Percent of students reclassified • Percent of students making progress towards English Language Proficiency • Title I AYP for ELL subgroup
Labels schools on a yes/no system	Labels schools on a yes/no system

Overview of Title III NCLB Evaluation System

This section provides an overview of the determination of meeting AMAOs under Title III. The methodology used to determine AMAOs, including descriptions of equations, algorithms, and data used, is covered in the next section.

The *No Child Left Behind Act of 2001* (NCLB) requires that every State Education Agency (SEA), every public school district and every charter school in a state, be evaluated on three measures:

1. Progress toward meeting the goal of an increase in the number of students who are reclassified as Fluent English Proficient (FEP).
2. Progress toward meeting the goal of an increase in the number of students making progress towards English language proficiency, and
3. Whether the ELL subgroup in an LEA has made adequate yearly progress under Title I.
 - NCLB requires that every student in Arizona meet state standards in reading/language arts and mathematics, i.e., pass the Arizona Instrument to Measure Standards (AIMS) by the year 2013-2014.

If an entity, LEA or state, passes on all three measures, then it is deemed to have met all annual measurable achievement objectives (AMAOs) under Title III.

Under NCLB, all LEAs that receive Title III funds will receive a Title III AMAO determination.

Proficiency Standards

NCLB requires that every student in Arizona meet state standards and pass state testing in reading/language arts and mathematics by the year 2013-2014. Currently, Arizona uses the Arizona Instrument to Measure Standards (AIMS) to make this determination.

In addition to meeting the academic achievement objectives detailed in Title I of the NCLB legislation, English language learners (ELLs) in Arizona public schools must attain proficiency in the English language in order to satisfy the accountability requirements specified in Title III. To further this goal, the state set annual measurable achievement objectives (AMAOs) for each grade and subgroup evaluated (ELL, Reclassified, AYP ELL Subgroup). The AMAOs indicate the yearly increase in the percentage of students making progress towards English proficiency, those attaining English proficiency, and those students meeting/exceeding the AIMS objectives in order for Arizona to reach the 100 percent requirement by 2013-2014.

History: The Arizona Department of Education established the starting points to measure the Title III AMAOs defined by the *No Child Left Behind Act of 2001 (NCLB)*. In order to define a uniform way of identifying three proficiency levels, the state of Arizona used the comparison of the proficiency indices among the four assessments approved by the State Board of Education for ELL student testing. Each of these assessments had a varying range of levels to describe language proficiency among students identified as English language learners (Table 2.1). These four assessments were: Idea Proficiency Test (IPT), Language Assessment Scales (LAS), Woodcock Munoz Language Scales (WMLS), and Woodcock Language Proficiency Battery-Revised (WLPB-R).

Prior to the 2004-2005 school year, students had to attain a proficiency index of **non-English** or **limited English** on one of these four language assessments to qualify for participation in an ELL program.

1. Level 1 denoted students with minimal English language abilities.
2. Level 2 indicated students with limited English language abilities.
3. In order for an English Language Learner to reach “Fluent English Proficient” (FEP) status, students had to have attained fluency on one of the specified language assessments.

Table 2.1
ELL Classification Levels for Each Proficiency Assessment

Proficiency Level	IPT	LAS	WMLS	WLPB-R
1	Non-English	Non-English	Negligible	Negligible
2	Limited	Limited	Very Limited Limited	Very Limited Limited
3	Fluent/Competent	Fluent	Average Advanced Very Advanced	Fluent Advanced

The Starting Point: The baseline data used for this calculation of the making progress objective include language proficiency results from the academic years 2002-2003 and 2003-2004 on one of the four language assessments (IPT, LAS, WMLS, WLPB-R). Scores used for measuring students’ progress were extracted from the Title III ELL Data Collection System. *(Prior to the implementation of the Student Accountability Information System (SAIS), the ADE used the Title III Data Collection application to gather the data. This was accessible to local education agencies (LEAs) through an on-line web application (Common Logon).*

- “*Making progress*” is defined by students making positive growth from one level to the next (e.g., scoring in non-English range in year 1 and then scoring in the limited English range in year 2).
- Ten percent of the students who took the same test in both 2003 and 2004 must have made progress in order for an LEA to have met this objective.

In order to determine the baseline for students identified as English proficient after participating in an ELL program, the ADE obtained data from the Student Accountability Information System (SAIS) regarding the number of students who were reclassified.

The number of students reclassified during the 2003-2004 academic year served as the starting point from which the department gauges an LEAs progress in meeting the annual measurable achievement objective.

1. In order to achieve the “*making progress*” objective in the 2003-2004 academic year, 10% of the LEA’s ELL population had to move up one level of proficiency from 2003 to 2004.
2. In addition, in order to achieve the reclassified objective, an LEA had to increase the number of students reclassified from 2003 to 2004.

Intermediate Goals: In each succeeding school year, the target for meeting the AMAO determination that the LEA is required to demonstrate increases by 10% ($[(.1 * .1) + .1]$) from the previous year. The percentage increase applies to both the “making progress” objective and the “reclassification” objective.

The following table, Table 2.2, displays the target levels for each school year.

Table 2.2 AMAO Targets by Year

Academic Year	Target
2003-2004	10%
2004-2005	11%
2005-2006	12%
2006-2007	13%
2007-2008	14%
2008-2009	15%
2009-2010	17%
2010-2011	19%

Goals for ELL subgroup: In order to determine baseline data for the ELL subgroup, the Arizona Department of Education (ADE) established:

- The starting points, annual measurable objectives, and intermediate goals in the manner specified by the *No Child Left Behind Act of 2001* (NCLB) for making Title I adequate yearly progress.

In order to determine the baselines for each subject/grade combination:

- All schools in Arizona were ranked in descending order according to the percentage of students passing AIMS for that subject and grade.
- Cumulative enrollment was calculated adding upward from the bottom of the list of schools.
- The baseline was set to be equal to the fraction of students passing AIMS for that grade and subject in the school where the cumulative enrollment was equal to 20 percent of state enrollment for that grade.

NOTE: The data used for this baseline calculation were the AIMS results for the spring of 2002.

- As required by NCLB, students with invalid scores (such as English language learners and special education students who received nonstandard accommodations), were included in the setting of the baselines.

Setting the Baseline Example: Table 2.3 provides a hypothetical example of how the formula, based on U.S. Department of Education mandates, was applied to establish the baselines used to determine if the annual measurable objectives are met.

In this case, we assume there are only eight imaginary schools in the state that offer third grade.

Table 2.3
Calculation of Performance Starting Points

Grade	Subject	School	Percent Pass	Enrollment	Cumulative Percent Of Total State Enrollment
3	Math	1	100	10	100
		2	75	40	95
		3	70	30	75
		4	61	30	60
		5	55	20	45
		6	48	30	35
		7	32	20	20
		8	15	20	10

These eight schools are ranked in descending order by the percentage of their students who passed the AIMS for third grade math (fourth column). The total of students in the “Enrollment” column is: 200. NCLB dictates the methodology wherein 20% of the total student count is the starting calculation for the Title I Annual Measurable Objectives (AMOs). Using the “*Cumulative Percent of Total State Enrollment*” column, 20% is reached at school Seven. (20% of 200 = 40). Going directly across to column 5 (“*Enrollment*”), and then counting down to the bottom, the student count is summed up. In this case, school 7’s 20 students plus 20 students from school 8 = 40 students. Again, this is equal to the 20% of the total student enrollment. Thus, the percent of students passing for school 7 (32 percent) is taken as the starting point for the state for third grade math.

Table 2.4

Subject/Grade	Reading	Mathematics
Grade 3	44%	32%
Grade 5	32%	20%
Grade 8	31%	7%
High School	23%	10%

Table 2.4 provides the starting points for each of the subjects and grades evaluated in 2003, which are applicable to all subgroups including English language learners. These served as the Title I AMOs for the first year of AYP determination (2003).

Setting the Actual Goals: With the starting point of 44% for third grade reading, the intermediate goals to achieve were established in this manner:

- The annual measurable objectives (AMOs) were calculated as six equal percentage-point increments from the 2002 starting point to the 2014 goal of 100 percent.
- The Title I AMOs for third grade reading, for example, is 9.3 percentage points ($[100-44]/6$).
- The Title I AMOs cover three-year increments through 2010, and one-year increments thereafter.
- This leads to a stepwise increase in the intermediate goals until 2010, followed by a linear increase until 2014.

Table 2.5 shows the intermediate and final goals for Grades 3, 5, 8 and High School determined applying the process described above.

Table 2.5

Annual Measurable Objectives (AMOs) and Intermediate Goals

Grade 3	Inter- mediate Goals	Reading AMO	Reading Proficiency (percent)	Math AMO	Math Proficiency (percent)
2004-07	1	9.3	53.3	11.3	43.3
2007-10	2	9.3	62.6	11.3	54.6
2010-11	3	9.3	71.9	11.3	65.9
2011-12	4	9.3	81.2	11.3	77.2
2012-13	5	9.3	90.5	11.3	88.5
2013-14	6	9.3	100	11.3	100
Grade 5	Inter- mediate Goals	Reading AMO	Reading Proficiency (percent)	Math AMO	Math Proficiency (percent)
2004-07	1	11.3	43.3	13.3	33.3
2007-10	2	11.3	54.6	13.3	46.6
2010-11	3	11.3	65.9	13.3	59.9
2011-12	4	11.3	77.2	13.3	73.2
2012-13	5	11.3	88.5	13.3	86.5
2013-14	6	11.3	100	13.3	100
Grade 8	Inter- mediate Goals	Reading AMO	Reading Proficiency (percent)	Math AMO	Math Proficiency (percent)
2004-07	1	11.5	42.5	15.5	22.5
2007-10	2	11.5	54.0	15.5	38.0
2010-11	3	11.5	65.5	15.5	53.5
2011-12	4	11.5	77.0	15.5	69.0
2012-13	5	11.5	88.5	15.5	84.5
2013-14	6	11.5	100	15.5	100
High School	Inter- mediate Goals	Reading AMO	Reading Proficiency (percent)	Math AMO	Math Proficiency (percent)
2004-07	1	12.8	35.8	15	25
2007-10	2	12.8	48.6	15	40
2010-11	3	12.8	61.4	15	55
2011-12	4	12.8	74.2	15	70
2012-13	5	12.8	87.0	15	85
2013-14	6	12.8	100	15	100

Figure 2.1 Intermediate Goals: Grade 3 Reading

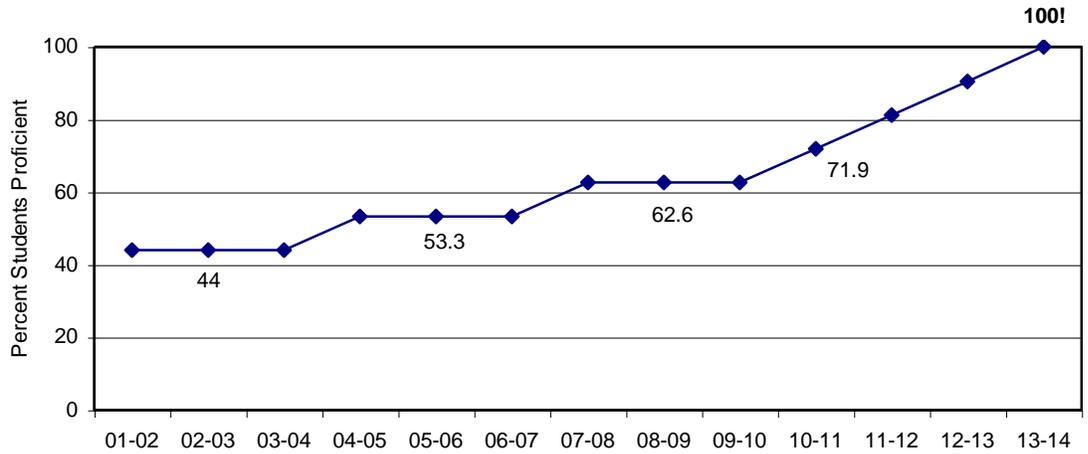


Figure 2.1 graphically displays the intermediate and final goals Grade 3 Reading students must achieve for AYP according to NCLB rules.

All AMAO Goals: Table 2.6 combines the three criteria considered in determining AMAO; ELL Progress Percentage, Reclassification Percentage and AYP determinations. Note that the percentage displayed is for School Year 2007-2008 and changes each school year.

Table 2.6

Categories Evaluated Under NCLB for Title III AMAOs

Subgroup	ELL Progress	Reclassified	ELL Subgroup Made AYP
	Met 14% annual increase?	Met 14% annual increase?	Met AYP under Title I?
Grade K-5	Y/N	Y/N	Y/N
6-8	Y/N	Y/N	Y/N
9-12	Y/N	Y/N	Y/N

Meeting AMAO Determinations

This section describes the calculation used to determine if LEAs meet the annual measurable achievement objectives (AMAOs) in the 2007-2008 school year. The *No Child Left Behind Act of 2001* (NCLB) requires that LEAs meet the AMAOs set by the state in order to comply with federal requirements. (Please see the previous section for a description of how the AMAOs were set.) LEAs must meet the AMAOs for each subject/grade level combination and all the applicable subgroups.

Calculation of AMAOs

Making Progress: The Arizona Department of Education conducts a longitudinal analysis of student-level data to calculate the AMAOs for making progress or growth from one year to the next. Students are matched by their SAIS identification numbers and their individual progress is based on a comparison of their assessed scores on AZELLA from last year to this year. If a student is new to Arizona public schools, then progress is determined by comparing the student's scores on their first and the last assessments in the current year.

The ADE aggregates the student level data by LEA (district or charter holder) and grade to provide each LEA with a determination. The data is aggregated by grade bands to report how the state performed in regards to meeting the annual measurable achievement objectives.

The agency calculates the Making Progress scores by dividing the number of students that made progress by the total number of students enrolled in the ELL program in the LEA during the year. If the result is 14% or higher, then the LEA has met this AMAO determination.

$$\frac{\text{Total students making progress}}{\text{Total ELL students enrolled at any time during the school year}} = \text{Percentage Making Progress}$$

Reclassified: The ADE calculates the Reclassified percentage based on the proficiency levels determined by the AZELLA assessment. In order for a student to be included in the analysis, the Student Accountability Information System (SAIS) must contain:

1. An assessment record that indicates that the student reached English proficiency, (i.e., **Proficient on the AZELLA**), and
2. A language program participation record with a “Language Program Exit Reason of **Reclassified as FEP by Reassessment.**”

The percentage is determined by dividing the number of English proficient students that were withdrawn from the program by the total enrollment in the ELL program in the LEA during the year. If the result is 14% or higher, then the LEA has met this AMAO determination.

$$\frac{\text{Total students reclassified}}{\text{Total ELL students enrolled at any time during the school year}} = \text{Percentage Reclassified}$$

Adequate Yearly Progress: For an LEA’s ELL subgroup to make adequate yearly progress under Title I, the LEA must meet 3 criteria:

1. Test 95% of the students,
2. Meet the annual measurable objective for the current school year, and
3. Have an attendance rate of 90%.

The 95% test objective requires an LEA to assess 95% of the ELL students in every grade/subject combination. ELL students count as assessed if they had a valid score on the AIMS or the alternative assessment for disabled, AIMS-A.

Note: For AYP purposes, all of the students enrolled on the day of testing (high school) or the first day of the week of testing (elementary) represent the population to be assessed.

Annual Measurable Objectives (AMOs) are the percentage of students who must pass AIMS in order for a school to make AYP. AMOs differ by subject and grade. Therefore, the AMOs are different for ELL students by grade and subject. AMOs increase by “plateaus,” allowing state and school programs the opportunity to work. Details about the AMOs can be found on table 2.5.

Data Used in Calculations: Students are included in the calculation if they meet the following criteria:

- Took the AZELLA and had an assessment transaction submitted to SAIS. If a student took the AZELLA multiple times in a fiscal year, then the analysis includes only the results of the last assessment in the last LEA. If the student was New, then the results of the first and the last assessments that year are used.
- Were identified as an English Language Learner in SAIS.
- Students in grades K-12.
- Had an AIMS score.

In order to be included in the analysis for the making progress objective, English Language Learners are required to have scores in Oral Language, Reading, or Writing for the last two years or two sets of scores in the current year, if new to the state or in Kindergarten.

The percent of students meeting or exceeding the standards on the AIMS test is used to determine if the ELL subgroup met AYP under Title I.

English Language Learner: Students considered English Language Learners (ELLs) are students who have not scored “Proficient” on the state-mandated single assessment, AZELLA.

1. The students used for analysis were those that had an overall assessment score and proficiency level on the AZELLA.
2. Students who did not have a proficiency level were not included in the calculations.

AYP ELL Subgroup: ELL status is determined using the answer to the question on the AIMS test sheet regarding ELL status (ELLPROF in the ADE AIMS Database).

1. A student with ELLPROF = 1 was considered an English Language Learner.
2. A student with ELLPROF = 2 was considered Fluent English Proficient.
3. A student with ELLPROF = Blank was considered Initial Fluent English Proficient.

Group Size: Minimum group size. For the making progress and reclassified objectives, a group or subgroup with less than 10 test scores that met the selection criteria is not evaluated. For adequate yearly progress (AYP) under Title I, only subgroups of 40 or more are evaluated.

Timeline for LEAs AMAO

The following is the timeline for the LEA AMAO evaluation process in 2008.

- August 1, 2008: Preliminary release of AMAO determinations via mail copy and e-mail notification.
- August 1, 2008 to September 5, 2008: If they did not meet the AMAO determinations, LEAs can review their determinations and prepare preliminary plans to address meeting their language objectives.
- September 5, 2008: Public release of AMAO determinations for Title III LEAs.

The Review Process

On August 1, 2008, the Arizona Department of Education (ADE) will release the AMAO determinations to the LEAs privately. The LEAs will have approximately five weeks to review their determinations and seek to understand how the decisions were made. ADE staff will be available to assist in the analysis.

If appropriate, LEAs will be expected to begin formulating plans to resolve whatever program issues prevented them from ensuring that students that have limited English skills “attain English language proficiency, attain high levels of academic achievement in English, and meet the same challenging State Academic content and student academic achievement standards that all children are expected to meet.”

LEA Administrators must prepare to clearly articulate the issues that contributed to the failure and explain the processes or programs that will address these weaknesses. In their plans LEAs are expected to provide specific details on the programs, activities, and personnel involved in resolving inadequacy. Timelines and methods of evaluating effectiveness of plans are additional essential components.

NOTE: LEAs are strongly encouraged to follow the **Family Educational Rights and Privacy Act (FERPA)** guidelines when preparing their plans. Please refer to students as student #1, student #2, etc., if necessary.

Consequences for not Meeting AMAOs

If it is determined that the district or charter holder does not meet the targets for AMAO, The No Child Left Behind Act of 2001 defines the appropriate School Improvement status based upon the number of years the LEA has been on the School Improvement list. If in a subsequent year, the LEA meets the AMAO targets then the LEA is removed from the School Improvement list completely.

Year 1:	Did not make AMAO: Warning Status
Year 2:	Did not make AMAO: School Improvement (1)
Year 3:	Did not make AMAO: School Improvement (2)
Year 4:	Did not make AMAO: Corrective Action
Year 5:	Did not make AMAO: Restructuring (plan)
Year 6:	Did not make AMAO: Restructuring (implement)